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ABSTRACT

The booklet describes a social studies field study seminar which utilizes a direct experiential approach to increase high school student comprehension of federal and international politics. The first chapter explains the objectives of the seminars; the second and third chapters discuss the two major seminars which build upon previously taught social studies skills. In the first phase of the program, students are involved in classroom study of the basics of governmental operations and politics. Then, in order to gain direct experience, the students interact and talk with individuals directly involved in politics in New York City and Washington, D.C. In New York, students participate in the United Nations-Middle East Seminar and examine the workings of international politics. The Washington, D. C. seminar focuses on an inside view of government through student investigation of a specific bill, issue, policy, or problem. Both project activities involve students in newspaper analysis, reading assignments and frequent conferences with the teacher before the field trip, and in tours, meetings, and interviews at the field study site. For each project, information is presented on the following: reason for the study; classroom preparation; parental involvement in planning for the field study; scheduling field study interviews; lodging; establishing guidelines for student behavior on the field trip; and debriefing. The last five chapters present information on: implementing and developing field study curricula and recruiting students; budgeting for a field study project; follow-up activities; and student reflections on the program. (Author/DB)

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Roads to Learning

Adventures in Education

by

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Washington Seminar

and

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Introduction

We've had the privilege of sharing our experiences in developing our Roads to Learning Seminars with many groups of educators. It is always satisfying to hear their compliments on the program and their enthusiasm for such educational designs. We've been confounded by responses such as, "Sounds great, but *how* do *I* do it?"

Therefore, we hope that this booklet will answer that question concretely. Our purpose is to share our own experiences from the five years of each of our Seminars. We're convinced that a committed teacher can develop meaningful Roads to Learning experiences for his/her students.

Our Roads to Learning Seminars are a natural part of the Integrated Social Studies curriculum at Parker High School which is designed by the classroom teachers. The curriculum is skill oriented. It is a two-year required program for all students. Anyone interested in a description of this curriculum can write us requesting a copy of *Profiles of Promise #7 - Integrated Social Studies* (a publication of the Social Science Education Consortium). Roads to Learning emerged as a capstone providing students with opportunities of implementing skills learned in the classroom. Our department uses Roads to Learning for local, regional, national, and international study opportunities for our students.

The first experiment with Roads to Learning was a Field Study of Minnesota's Iron Range. Other Field Study experiences focused on the subjects of old-age in local retirement and convalescent centers; state government in the state capitol, Madison; the American economy in the financial centers of Chicago, Ill.; and comparative cultures in Norway.

We are writing about the two Roads to Learning Seminars which have become a regular part of the curriculum. The United Nations - Middle East Seminar and the Washington Seminar. We have developed and nurtured these Seminars these five years and look forward to their continuation and development.

We are indebted to our colleagues in the department for their encouragement, support, criticism, and coverage while we are working on the Seminars, especially during our absence from school for the Field Studies in New York and Washington. We are well aware of the fact that the team concept, generated and enhanced by the Wisconsin Improvement Program, facilitates the functioning of our Roads to Learning Seminars.

We are grateful to our colleagues (present and former) whose commitment to significant learning experiences for students has provided Parker students with meaningful social studies knowledge and skills: Jerry Addie, Dale Barry, Tom Butcher, Richard Masterson, Mike McKinnon, Jon Pederson, Jerry Pomije, Bill Reis, Charles Roberts, Don Schaffner, Al Smejkal, and Jay Voss. The para-professional personnel in the department provide assistance with the Seminars (e.g. correspondence, accounting) which makes the professional staff more

effective. We acknowledge our gratitude to these persons: Dorothy Baldwin, Mary Giles, Mary Geidel, and Ellie McLaughlin.

Every educator will know that a program like Roads to Learning is possible because of a principal who knows what learning really is - we're appreciative of Hugh Horswill's continuing support. The professional growth and maturity engendered by the attitudes and policies of our School Board encouraged us to develop these Seminars as part of our curricular offerings to students.

We're able to tell the story of Roads to Learning because of the awareness and interest of Dr. James Stoltenberg, Executive Secretary, and Dr. Peter Burke, Associate Executive Secretary, leaders of the Wisconsin Improvement Program.

SPECIAL THANKS to our loving wives (Marilyn and Sue) and understanding children (Beth Kari and Mark Erik Eyster and Adam Francis and Amy Jo Griffin) who allowed us time this summer (1977) to write this description of our "pride and joy" as educators - the United Nations-Middle East and Washington Roads to Learning Seminars.

John W. Eyster Michael C. Griffin

I. Roads to Learning: Why?

The search for educational alternatives is not new. After all, educators have historically sought different, exciting, and beneficial ways to improve learning. It is written that Socrates once climbed to the top of a tree to gain the attention of his students before embarking on a lecture dealing with the limitedness of man's imagination.

The word alternative itself does not indicate discarding the old, but development of options to established, patterned ways of doing things. The established way of doing things, in this case, refers to the lecture, reading, and discussion approach. There is certainly nothing wrong with this type of educational technique. It is, after all, used in most educational institutions as the primary vehicle of knowledge transfer. This method of education relies on numerous student skills, including: the ability to accurately decipher both the spoken and written word, as well as the talent to express one's view on what has been heard, read, and seen in pictures, *but not experienced.* When one lacks direct experience, he must compensate for this deficiency through the use of another "talent": imagination. But as Socrates expounded from his tree top perch, "Imagination is limited." If Socrates' assumption was correct, it is difficult to determine how much is learned when imagination is the key component to *classroom* education. Direct experience minimizes the need for imagination, and increases learning potential.

With this premise, and a goal of increased student learning in mind, the Integrated Social Studies Department team of George S. Parker Senior High School, Janesville, Wisconsin, made a decision in spring, 1972. The decision was made that in order to increase student comprehension of federal and international politics, more direct experience with the subject matter was necessary. This was the foundation of a direct learning experience program entitled Roads To Learning. The fundamental aspect of the Roads to Learning program is the Field Study. This facet is the direct experience segment of the program. This notion can be compared with the idea that one can certainly learn the *basics* of playing golf from a book in a classroom setting, but he will never become proficient unless he actually plays the game. In other words, one can certainly become familiar with the working of the federal government through the investigation of texts and source materials in the classroom, but he will never develop a true feeling for, and sensitivity to, governmental operation unless he sees it in action and talks with individuals directly involved. Note: Roads to Learning Field Studies are not "field trips" as we knew them as youngsters. Our experience with the "field trip" concept was that although the trips were enjoyable, they did not involve any in-depth studies or investigations. Roads to Learning Field Studies utilize intensive and extensive study and investigation. Roads to Learning Field Studies are "on the scene" learning experiences. Studies which minimize the students need for a vivid imagination in order to learn.

While the Field Study is the highlight component of Roads to Learning, the student must comprehend *why* he is in the *field* and *what* he is seeking in the way of increased knowledge in order to achieve a successful learning experience. In other words, there must be a lengthy period of traditional classroom study prior to each student's field experience. Just as the golfer mentioned earlier must have some basic knowledge of the game in order to begin to effectively learn by playing on the course itself, so must the social studies student have a good basic understanding of his subject material before proceeding into the field for a first hand investigation. Roads to Learning projects, then, are full year programs including both classroom and field experiences.

The following two chapters focus on the two major Roads To Learning projects in the Integrated Social Studies curriculum at Parker High School. The U.N.-Middle East Seminar and the Washington Seminar are presented here as models for curriculum development by others.

II. A Case Study: The United Nations - Middle East Seminar

Michael C. Griffin, Teacher/Director

A. The Idea

The United Nations - Middle East Seminar represents one of the two major projects in the Roads to Learning curriculum. Developed in 1972, the UN Seminar involves an examination of the workings of international politics as they exist in the Middle East.

The portion of the world labeled the Middle East has been, and is, the most potentially explosive political hotbed existing today. Four wars have divided the area into armed camps, poised on the verge of yet a fifth military confrontation. The Arab-Israeli struggle, as it has been called, has involved every major military power on earth in one way or another. The United States and the Soviet Union have remained cold war enemies in this part of the world, despite the advent of detente. The United States, maintaining an allegiance to the State of Israel, supplies her with a constant source of military hardware, while the Soviet Union continues to support the Arab States and Palestinian refugees in their struggle of land liberation.

The site of the Field Study portion of the Seminar is United Nations Headquarters in New York City. Within the limited confines of Manhattan Island are housed the Mission Offices of all UN member nations and organizations. Field Study students are thus able to meet with ambassadors and representatives of all nations and organizations involved in the Arab-Israeli situation.

B. Classroom Preparation

The classroom curriculum segment of the Seminar is designed to help students accomplish the following objectives:

1. The student will become familiar with the numerous geographic aspects of the Middle East.
2. The student will become familiar with the historical foundations and present day condition of the Arab-Israeli conflict in the Middle East.
3. The student, in his/her historical investigation of the conflict, will focus major attention on that area of the Middle East once known as Palestine.
4. The student will conduct area studies of those Middle-Eastern nations involved in the Arab-Israeli conflict.
5. The student will become familiar with the foreign policies of all Middle Eastern nations towards their area neighbors and their relationships to the "super-powers."

6. The student will understand the roles of the "super-powers" in the Middle East, paying particular attention to the development and present basis of American foreign policy in the area.

7. The student will become familiar with the United Nations and its numerous functions in quest of world peace and prosperity.

8. The student will develop an understanding of the role of the United Nations in both the past and current Arab-Israeli situation.

9. The student will investigate the role of the mass media in educating the public concerning the Middle East conflict.

10. The student will develop his or her own insights and opinions concerning the Arab-Israeli struggle.

11. The student will develop interviewing and questioning techniques through classroom activities and outside assignments.

The following is the unit outline for the classroom study portion of the Seminar, designed to fulfill these objectives:

Unit I: "The Middle East - A Geographic Perspective." A study of the land, the borders, the cities, the political seats, and the demographics of the Middle East.

Unit II: "The Arab-Israeli Conflict - Historical Foundations." A chronological review of the history of the Arab-Israeli struggle followed by an in-depth investigation of key events, individuals, groups, and documents from this chronology.

Unit III: "The Arab-Israeli Conflict - The Present." An analysis of the current situation in the Middle-East including case studies of Middle Eastern nations, the political and economic relationship of Mid-Eastern nations, the political and economic relationship of Mid-Eastern nations to one another and to the "super-powers," the role of the "super-powers" in the conflict, and the impact of the emergence of oil as a "weapon."

Unit IV: "The United Nations - What Is It?" A look at the fall of the League of Nations followed by a study of the formation of the UN, the UN Charter, the branches of UN and their functions, and the UN and World conflict.

Unit V: "The United Nations and the Middle East." An investigation of the historical role of the UN in the Arab-Israeli conflict, the current role of the UN in that conflict, and the United Nations Relief and Works Agency.

Unit VI: "The Student Reporter." A study of the techniques of questioning and interviewing, followed by student exercises in interviewing.

Unit: VII: "The United Nations - Middle East Seminar Field Study." An intensive and extensive investigation of current Arab-Israeli relations at the United Nations.

Unit VIII: "Field Study Follow-up." A thorough Field Study debriefing followed by the completion of required assignments and the preparation of a Middle-Eastern dinner and multi-media presentation for parents, teachers, administrators, and interested spectators.

The student is not assigned any particular textbook during the in-class preparation phase of the Seminar. In lieu of this, the student is exposed to a wide variety of source materials, including films, media kits, guest speakers, books, and an extensive series of reproduced magazine and newspaper articles which are eventually compiled into a "text."

I highly recommend the following as required reading for all students involved in a study of the United Nations or the Arab-Israeli conflict.

Basic Facts About the United Nations, Office of Public Information United Nations, New York, 1975

The United Nations, David Cushman Coyle, Mentor, 1969

The UN and World Order, Lincoln P. Bloomfield, Foreign Policy Association, October 1969

A New Look at the Middle East, Institute of World Affairs, UW-Milwaukee, 1971

The Evasive Peace, John H. Davis, John Murray, 1970

Middle Eastern Cultures, Paul Thomas Welty, J. B. Lippincott, 1974

Oil and World Power, Peter R. Odell, Pelican, 1975

Peace in the Middle East, Noam Chomsky, Vintage Books, 1974

The Third World: The Mid-East, David Wiley, Pendulum Press, 1974

Through Middle Eastern Eyes, Robert P. Person, Editor, Praeger Publishers, 1975

C. The Field Study

1. Parental Involvement

a. Brochure Introduction—All parents of prospective Seminar participants receive a brochure of the program during the school year prior to that year in which their sons or daughters plan to enroll in the program. This brochure provides parents with a review of all aspects of the UN—Middle East Seminar. In this way parents can evaluate the possibility of their sons' or daughters' involvement in the Seminar and discuss the matter with him or her. Parents are also encouraged to contact the Seminar Director if they have questions.

b. Introductory Meeting—The first official meeting with parents is held during the first month of the school year. This evening gathering at school involves a formal introduction of the program and a media presentation of the prior year's Field Study. The media presentation is one constructed by the prior year's Seminar students and involves the use of slides and music. Current Seminar participants are urged to attend with their parents. Parental questions are desired at this introductory get-together.

c. Pre-Departure Meeting—Two weeks prior to the Seminar's departure on the Field Study, a potluck dinner meeting is held at school. The Field Study meeting schedule is presented to parents at this time along with an outline of all pre-scheduled, co-curricular activities (e.g., Broadway play arrangements, tours such as that of NBC studios, etc.). This meeting also involves the presentation of all other necessary details of the upcoming trip to parents. These include the departure and arrival

U.N. Seminar participant Dale Griffa discusses Arab-Israeli relations with Mr. Christopher Battiscombe, Middle East expert from the British Mission.

times, the possible establishment of a "grapevine" phone call system between students and parents, and any new developments since the first meeting.

d. Middle East Dinner—The final student-parent gathering of the school year takes place during the final week of school following the Field Study in New York City. This meeting has become known as the Middle East Dinner and includes selected Mid East dishes prepared by students. The highlight of the evening is a student slide and music presentation covering the New York experience. Family members, as well as interested teachers and administrators, are welcome to attend.

2. The Schedule

a. Curricular Schedule—The primary objective of the United Nations—Middle East Field Study in New York City is an extensive investigation of the current status of Arab Israeli relations in the Middle East and the role of the UN as an organization devoted to peace and security in the area.

The organization of an effective Field Study meeting schedule is one of the most important aspects of the program. The schedule for the 1976-1977 United Nations—Middle East Field Study is on page 12.

b. Co-curricular Schedule—As Director of the Field Study in New York City, I believe the study should include a cultural experience for the student participants. Therefore, a number of activities are planned to provide the students with a cultural awareness of the city. Some of these activities are paid for by students, while other are included in the Seminar fee. The following is a list of the co-curricular activities for our Field Study in New York City. Items in the Seminar fee are marked "paid."

Central Park offers a co-curricular getaway from the noise and traffic of New York City.

Central Park
Chinatown
City Hall
Cloisters Museum
Empire State Building-paid
Grand Central Station
Greenwich Village
Harlem
Lincoln Center
Madison Square Garden
Museum of New York City
NBC Studios
Penn Station
Radio City Music Hall-paid
Riverside Church
Rockefeller Plaza ("The New York Experience")-paid
Staten Island Ferry
Statue of Liberty-paid
Theatre District—One Broadway play-paid
Waldorf Astoria
Wall Street
World Trade Center

3. Lodging

The UN—Middle East Field Study participants have been housed at the Vanderbilt Y.M.C.A., a co-ed facility, each of the five years. This facility is located in the immediate vicinity of the United Nations Headquarters and offers numerous facilities, such as a fine cafeteria, gymnasium, and swimming pool. Students are housed two and three to a room and pay approximately $50.00 for a ten day stay. This is based upon a group rate of fifteen or more students. The Vanderbilt offers many conveniences, including adequate room space, a library, a swimming pool, a sauna, a gymnasium, a conference room, and an excellent and inexpensive cafeteria.

1976-77 United Nations — Middle East Field Study Curricular Schedule

DATE	TIME	NATION	LOCATION	MISSION REPRESENTATIVES (S)
4-21	1:00 p.m.	Egypt	36 E. 67th Street	Mr. Salah Hendawi (Second Secretary) & Staff
4-21	3:30 p.m.	U.N. Relief Works Agency (UNRWA)	U.N. Conference Room	Mr. Jan Van Wijk (Director of UNRWA New York Liaison Office)
4-22	9:30 a.m.	Israel	800 Second Ave.	Mr. Zeev Aviram (Chief Information Officer)
4-22	1:00 p.m.	Great Britain	U. N. Conference Room	Mr. Christopher Battiscombe (Mid East Expert)
4-22	3:30 p.m.	Movie: "Soldiers of the Sinai"	U. N. Conference Room	
	4:00 p.m.	U. N. Secretariat	U. N. Conference Room	Mr. James Jonah-Secretary General Waldhiem's Chief Middle East Advisor
4-25	9:00 a.m.	Qater	747 Third Avenue	Mr. Mohamad Al-Obaidly (Counsellor)
	2:00 p.m.	United States	799 U. N. Plaza	Mr. David Garufi (Chief Press Officer)
4-26	9:30 a.m.	Lebanon	866 U. N. Plaza	Mr. Fakhri Saghiyyah (Counsellor)
4-26	1:00 p.m.	Union of Soviet Socialist Republics	136 E. 67th Street	Mr. Rudenko (First Secretary)
4-27	9:00 a.m.	Palestine Liberation Organization	103 Park Ave.	Mr. Hassan Rahman (Acting Director)
4-27	3:30 p.m.	Kuwait	235 E. 42nd Street	Mr. Zaim Imam (Legal Advisor)
4-28	1:00 p.m.	Iran	622 Third Avenue	Mr. Bahman Esfandiary (Second Secretary)
4-29	1:00 p.m.	Jordan	U. N. Conference Room	Mr. Sami Gammoh (Counsellor)
4-29	4:00 p.m.	Saudi Arabia	U.N. Conference Room	Ambassador Jamil Baroody

Meals during the Field Study are budgeted by the individual participants on a "pay as you go" basis. Restaurant information is obtained from the New York City Visitors Bureau and by writing directly to eating establishments. Because of the nature of our study, many meals are eaten "on the run."

Located midway between United Nations Headquarters and Grand Central Station, the Vanderbilt provides us with an ideal "home away from home."

4. Student Guidelines

The following is a copy of the list of guidelines to which each UN—Middle East Field Study participant must adhere while in New York City.

a. You are a mature adult. You should act accordingly at all times during our field experience. New York City is certainly no place for immature children. Thus, immature children will leave New York City and return home to their parents where they belong.

b. It is vitally important that we are on time for all scheduled appointments. We will, therefore, be setting strict departure times. Be on time or the group will depart without you. You are expected to attend all meetings. Failure to do so will, of course, have a direct impact upon your grade.

c. We are fortunate, indeed, to receive a special, annual group discount rate at the Vanderbilt Y.M.C.A. You should thus treat this facility as your "home away from home." Remember, other residents are sleeping.

d. You will have a few "free hours" during the field experience, although most of our activities are engaged in as a group. You must always receive approval from me and let me know where you will be at all times. Remember, New York City is not Janesville, Wisconsin.

e. Guard your personal possessions at all times. Feel free to keep any valuables in your room as long as the door is locked.

f. You are reminded to dress appropriately for all meetings. If you dress as a high school student, you will be treated as one. Dress as a diplomat, and you will be treated as one.

5. General Information

a. Request the written materials on New York City available from the New York Visitors' Information Bureau, 90 E. 42nd Street, New York, New York, 10017 Telephone: 212-687-1300

b. Manhattan Telephone Directory—Available upon request from your local telephone company (should be free). This is a valuable resource for addresses and contacts.

c. Request United Nations information from the United Nations Visitors' Service, Office of Public Information, Room GA-56, United Nations Headquarters, New York, New York, 10017, Telephone: Plaza 4-1234, extension 3414. This office will provide you with valuable information regarding the UN Tour, the UN Delegates Dining Room

(open to students during particular times), special showings of UN films, arrangements for UN conference rooms for meetings, obtaining Secretariat briefings, and an abundance of free information on the UN.

d. *The New York Times* (daily New York newspaper)—A great way to determine "what's going on in the city."

e. Local transportation—The Visitors' Bureau will provide your group with free subway and bus route maps. (A must!)

f. The Vanderbilt Y.M.C.A., 224 E. 47th Street, New York, New York, 10017, Telephone: 212-755-2410. (Student accommodations at great rates. A must for us!)

g. Tour of Harlem, Penny Sightseeing Company, 305 West 42nd Street, New York, New York, 10036, Telephone: 212-247-2860 Room 604. A very worthwhile look at a much stereotyped section of New York City. Highly recommended.

h. N.B.C. Tours, National Broadcasting Company, Inc., 30 Rockefeller Plaza, New York, New York, 10020, Telephone: 212-247-8300, extension 2531 or 2581.

i. "The New York Experience," McGraw-Hill Building, 1221 Avenue of the Americas, New York, New York, 10020, Telephone: 212-869-0345 A fantastic *multi*-media, *multi*-sense exposure to the City of New York. Over 100 slide and movie projectors will completely engulf students in the city's rich history and constant excitement.

j. *The CitiBook*, New York City—a publication of the American Automobile Association (AAA). Available at your local AAA office. (A helpful sightseeing guide.)

D. Debriefing and Follow-up

The following are requirements for the final, follow-up unit of the United Nations—Middle East Seminar.

1. Field Study Journal

2. Formal Research Paper or Topic Question News Articles

Students must choose to develop a seven to ten page paper on any aspect of the Arab-Israeli Conflict or write three, two-page news articles selected from a list of Topic Questions.

The research paper must include direct quotes from the Field Study meetings, must be properly footnoted, and must include a complete bibliography of sources.

The Topic Question News Articles are to be written in an editorial format from the standpoint of a newspaper reporter. They must also include direct quotes from the Field Study meetings. Two examples of the Topic Questions a student may choose are as follows:

a. What do you perceive as being the major tenets of American foreign policy in the Middle East?

b. Describe what you perceive to be the major role of the Persian Gulf states in the Arab-Israeli conflict.

3. The Middle Eastern Dinner and Multi-media Presentation

Students must involve themselves in the planning and production of a Middle Eastern dinner including student prepared dishes from numerous Middle Eastern nations. The dinner is followed by the presentation of a student developed multi-media program. This slide-music program is designed to reflect the Field Study experience. Parents, as well as relatives, teachers and administrators, are all invited to attend this evening get-together which is traditionally held in the Teachers' Lounge.

4. Presentations to Others in the Student Body

UN—Middle East Field Study students must share their learning and experiences with others at school. Formal presentations, multi-media programs, and question-answer sessions have all been used to accomplish this important task. Current events days provide an ideal time for such presentations.

III. A Case Study: The Washington Seminar

John W. Eyster, Teacher/Director

A. The Idea

Our teaching team was committed to helping our students apply the social studies skills taught in the two-years of required Integrated Social Studies. We earnestly sought specific Field Study experiences which would demand this application. We, or course, studied American government. We recognized the value of having groups of our students actually study inside government. My own training (School of International Service, The American University, Washington, D.C.) and experience (Director, INSIDE GOVERNMENT SEMINARS, Washington, D.C.) had made me an advocate of well prepared study groups completing field studies in the nation's capital. We wanted our Parker students to have the opportunity of in-depth study in Washington, D.C. to gain knowledge, understanding, and political savy.

B. Classroom Preparation

Our Washington Seminar course is a one semester elective for Juniors and Seniors who have completed the two years of required Integrated Social Studies.

The Washington Seminar follows a one semester political science course which is a prerequisite. Political science is offered separately from the Seminar to afford more students the opportunity to study government. Political science surveys local, state, and national government.

Using Schick and Pfister's *American Government* (Houghton Mifflin Co.) as our basic resource, we utilize other resources for current information; e.g. *The Washington Post*, news magazines, Congressional Quarterly publications, *Congressional Record*, Political Research Inc., (1500 Jackson Street, Dallas, Texas 75201—check your library about subscribing).

Washington Seminar students start the work of identifying and delimiting self-selected "concentration areas". Washington Seminar is a one semester (second semester) course focusing on the Field Study with preparation before and debriefing following the work in Washington, D.C. The Seminar is designed on an independent study process which requires students, individually or in teams (maximum two students), to focus on a specific Bill, issue, policy, or problem for investigation. Such "concentration areas" are self-selected by the students with guidance from the teacher/director. This design has the advantages that students are highly motivated in their specialized areas and assume personal responsi-

bility for their study; students must make their own appointments with persons they interview in Washington and carry on the interview; students develop a keen sense of personal identity and appreciation of their "expertise" in the selected subject; students become "teachers" for their peers and teacher/director in the concentration area. Disadvantages of the design include the fact that students are going in many different directions at their own volition resulting in less intense group identity; and while there is greater flexibility for the outstanding student to accomplish his/her goals, there is also greater risk that the unmotivated student dissipates the opportunity. Further, this design requires that the teacher/director accept a role as an "educational consultant" who is able to provide information about the organization and functioning of federal bureaucracy, techniques for gaining entree', interview techniques, etc.—that is, an expert on Washington and the federal government but only an *informed* layperson in the specific concentration area. This "educational consultant" role means that the teacher/director must allow the students to take charge of their own interviews and derive his satisfaction from their successes. Personal experience has taught me that I cannot attend an individual or team interview because the interviewee always assumes that the "teacher" is in charge, thereby stealing from the student(s) his/her own responsibility. I do, however, actively participate in interviews which involve the whole Seminar group because I'm treated as just a member of the group.

The six basic objectives of the Washington Seminar course are

1. The student will be able to identify the basic channels of federal government decision-making and their respective authorities.

2. The student will identify an issue, case, or problem in the federal government and using the problem solving process, analyze the issue and propose solutions.

3. The student will be able to use the inverview method effectively to learn facts and attitudes from personnel involved with the subject of the concentration area.

4. The student will be able to arrange interviews and secure information from various governmental and non-governmental agencies.

5. The student will be able to use specialized terms relevant to his/her area of study.

6. The student will become familiar with Washington, D.C. as the nation's capital. He/she will learn to use its resources for research, education, and entertainment.

Pursuing these objectives, classroom activity is devoted to research/investigation techniques, interview techniques (from how to get an interview, hard-hitting journalistic interviewing, to leaving), and getting acquainted with Washington, D.C. historically, geographically, and politically. Parallel to the classroom activities each student is at work on his/her own "concentration area" as an independent study project with periodic conferences with the teacher/director. This dimension provides the motivated student with the excitement and lure of investigation as

Sen. William Proxmire with Washington Seminar students David Bernard, Matt Knapp, Julia Degner, and Sue Berg.

he/she ferrets out persons, committees, agencies, etc. concerned with the subject. Part of this initial phase of investigation is to send *letters of inquiry* requesting informational materials from concerned persons and agencies. Frequently these initial contacts result in identification of interviewees. *The Congressional Directory* (current issue) is a key reference for identities in government. This process of research/investigation is essentially the same as for a research paper except with greater emphasis upon materials the student gathers from experts.

The student has two tasks: 1. Research materials for developing a background paper on the concentration area, and 2. Identification of expert sources in Washington for interviews.

The *background paper*, which the student writes before the Field Study, is designed to push the student to think through the information on the concentration area and identify issues and questions for interviews. This background paper becomes the foundation for the final term paper.

The student's list of expert sources in Washington becomes the basis for choosing interviewees. Experience has convinced us that generally it is not valid to set appointments via letter in advance for these interviews. Rather, we use a *letter of contact* format. This letter tells about the student's research, the forthcoming Washington study, and expresses the student's intention of contacting the person or agency for an interview. These letters should be sent at least 10 days before arrival in Washington. NOTE: For individual students this is a different process from that of the United Nations - Middle East Seminar. We do, however, follow the procedure for arranging meetings - see chapter IV - when scheduling for the whole Seminar group.

The independent study process is valuable. Experience persuades me that regular conferences between the student and teacher/director are requisite for its success. Deadlines provide for completion of specific steps in the preparation process.

C. Field Study

1. Parent Involvement

Candidates for the Seminar are invited with their parents to attend the Report Session held in the evening at school as part of the previous Seminar's follow-up. The Seminar group presents a slide program and tells about their experiences in Washington. Refreshments provide opportunity for students and parents to talk together. This socializing provides the candidates and their parents with personal contacts and a "feeling" about the Seminar. This is the foundation for building a rapport with students and parents. I am convinced that it is very important for a Roads to Learning Seminar to build parental confidence!

The next official gathering of parents comes about a month before departure for Washington. Together we review the purposes and plans of the Washington Seminar. Details of the schedule are ready for distribution to parents and students. Rules and Expectations of the Seminar are reviewed with parents and students. The contract with parents and students is discussed and signed. (See copy of Rules, Expectations and contract under "Student Guidelines" - pages 25-26) Details of packing, money, etc., are discussed. Information about our Washington hotel along with address and telephone number is distributed. General questions are responded to as we conclude. It has been an advantage each year since the first to have one or two students joining the Seminar for a second year. These students and their parents help me respond to questions and their good experience helps others be at ease.

We usually have a brief contact with parents when they bring their student to school for departure on the chartered bus to Chicago's Union

Rep. Les Aspin talks with Kathy Matthews and Keith Stubbendick on Capitol steps.

Station. I try to talk with each parent and express confidence in his child's ability to have a meaningful experience on the Seminar.

Finally, Seminar students and their parents gather for an evening Seminar Report Party several weeks after the return from Washington. This is the time when parents and invited guests see the slides from the Field Study and hear about learning outcomes and experiences from the students. Refreshments are served by a group of Seminar students and everyone enjoys conversation and discussion.

2. Schedule

a) Curricular - The independent study design of the Washington Seminar means that individual students will be going to their interviews as they are scheduled.

Arriving Thursday afternoon, we get settled in the hotel and students start making phone calls to arrange interviews. We focus on Monday, Tuesday, and Wednesday as our "work" days for interviews. This lead-time, with the benefit of the *letter of contact*, generally gives students ample appointments.

Thursday early evening we meet at the Archives and then take an orientation tour. The goal is to show the "sights" to the students and give them a general geographic orientation to the city.

Friday is Capitol Hill day. We start early with a bureaucrat's breakfast at our hotel and a morning briefing. The remainder of the day includes: tour of the Capitol, observing the House and/or Senate in session, Question and Answer sessions with members of Congress, Congressional Hearings, "sights" on the Hill, etc. This day is entirely planned by the teacher/director.

The question and answer sessions with our Congressmen and Senators on Friday are arranged by me. These press conference type encounters provide every student an opportunity to ask questions about his/her concentration area. When possible, I also arrange a group session with a Congressman of the other party. Usually another Congressman from your state will be happy to meet with the group.

Other curricular meetings which I arrange for the Seminar are special meetings with persons whom I feel the group ought to meet because of their responsibilities. Examples, a former Janesville teacher was Special Assistant to the President for several years. Through a meeting with him students were able to gain insight on the functioning of the Presidential staff and visit inside the Executive Office Building. Also, for three years we visited the Director of the Agency for International Development, Daniel Parker, a native of Janesville. Conversations with Mr. Parker gave the students inside awareness of the functions of and the situations in A.I.D., plus a privileged visit to the Department of State office of the Director.

Daily the Seminar group gathers in the hotel lobby about 7:45 a.m. for the "morning briefing" which includes time and place for any group meetings during the day, notes on Congressional activities for the day, the

Mr. Daniel Parker, left, Director, Agency for International Development, with Seminar students Steve Lehr and Michelle Lynch.

President's official schedule, special suggestions, evening plans or recommendations, curfew, etc. The independent design of the Seminar makes this daily meeting of the whole Seminar very important. It's also a good way to get everyone out of bed and off to work. The fine for tardy minutes (stated in Student Guidelines) is in effect for this meeting too!

Evaluate carefully curricular meetings and plan for them in advance. (See discussion "Which Meetings are Vital to the Field Study" Chapter IV.)

b.) Co-curricular - Roads to Learning experiences are learning and growing experiences for students about twenty-four hours a day. We plan to use all of our time meaningfully. Washington provides a wide-range of co-curricular experiences. Careful evaluation needs to be given to the experiences planned and scheduled for the whole Seminar group and those available for individual group members.

Experiences which have been planned into the Seminar schedule are

Kennedy Center night - It has become our tradition to have one evening at the Kennedy Center with dinner after the theatre. This dress up night has proven a highlight for students. Group rates for twenty or more persons are available with advance reservations at the Kennedy Center. Other theatres include Ford's Theatre, National Theatre, Arena Stage.

Tours of The White House and F.B.I. - Members of Congress can arrange "tickets" for these tours, an advantage in scheduling, and they give the group special attention. Make these reservations as far in advance as possible with your Congressman's office—numbers are limited.

Orientation tour—Important introduction to Washington. Depending upon the size of your group, you may schedule with a regular sightseeing agency or charter a bus with guide. The latter arrangement makes it possible to customize your tour for your group.

The remainder of the co-curricular schedule is left to individual students as they—generally in small groups—explore the capital city, including museums, galleries, historic places, Georgetown, Embassy Row, churches and cathedrals, National Zoo, the downtown shopping district, Arlington National Cemetery, monuments and memorials, concerts and plays, etc. The weekend is a time of concentrated exploration of the city.

One should not overlook the tremendous opportunity in Washington to explore the culinary arts of many countries. Dining out is a favorite Washington pastime, with an unusual number of restaurants to meet the requirements of palate and wallet.

The Seminar, having explored, investigated, and experienced the capital city, greets Thursday (a week after arrival) feeling a general reluctance to leave, tinged with a subtle anticipation of returning home.

An indication of the excitement of a day is illustrated by the following example of a typical Washington Seminar work day.

7:00 a.m. - Breakfast at hotel
7:45 a.m. - Morning briefing in hotel lobby
9:15 a.m. - Charles Schultze at Brookings Institution *
9:30 a.m. - Senate Committee on Government Operations *
9:30 a.m. - Office of Management and the Budget *
9:45 a.m. - Joint Committee on Internal Revenue Taxation *
10:30 a.m. - Common Cause - citizen lobby
12:30 p.m. - *The Milwaukee Journal* reporter *
1:00 p.m. - Press relations officer, Embassy of India *
1:00 p.m. - House Committee on Agriculture - staff *
1:30 p.m. - Department of Agriculture - Office of the Secretary *
1:30 p.m. - Department of Defense - Office of the Secretary *
1:45 p.m. - Voice of America, United States Information Service *
2:00 p.m. - Office of Senator Ted Kennedy - staff *
2:15 p.m. - Government Accounting Office - staff *
2:30 p.m. - Department of Health, Education and Welfare - Office of Education staff *
3:00 p.m. - Agency for International Development, Department of State - Briefing on work of A.I.D. and meeting with Daniel Parker, Director
4:15 p.m. - AFL-CIO - staff representative on national health insurance *
4:30 p.m. - Department of Treasury - taxation *
4:30 p.m. - Public Citizen - re. health insurance *
5:00 p.m. - Office of Congresswoman Margaret Griffiths - staff *
7:30 p.m. - *Give 'em Hell, Harry* at Ford's Theatre, starring James Whitmore. (Thrilling surprise: Vice-President and Mrs. Rockefeller and Secretary and Mrs. Kissinger attended this evening.)

(* designated interviews of individual students)

Vice President Nelson Rockefeller at Ford's Theater to see "Give 'em Hell Harry."

Secretary of State Henry Kissinger autographs programs as Seminar student Mary Demeny watches.

Realizing that during the Field Study the Washington Seminar students will have completed over one hundred separate interviews and meetings, you can see why a complete account of even one year's work is not published here. (A REMINDER: ALWAYS REQUEST AN INTERVIEW WHEN YOU HAVE GOOD REASON TO TALK WITH THE PERSON. YOU CANNOT BE SURE OF A DEFINITE "NO" UNLESS YOU ASK!)

3. Lodging

These past five years we've stayed at the Hotel John Kilpen, 2310 Ashmead Place, N.W., Washington, D.C. 20009. Phone: (212) 462-4336. Clean residential hotel in a good neighborhood or northwest Washington. *Not* a luxury hotel with older facilities, but fine for our purposes—even homey. Reasonable rates. Excellent breakfasts—also reasonable.

Washington has a wide-range offering of hotels-motels which your travel agent can help you evaluate. Rates run high.

4. Student Guidelines

a. Rules:

1) Promptness - Delegates are expected to meet the group precisely at times announced. It is unfair to expect others to waste time waiting. A *fine* of 50¢ per minute will be imposed for the first five minutes; fines will go into a "kitty" for an outing before leaving Washington, D.C. After five minutes, the group will depart for the designated destination. The tardy person will be responsible for meeting the group, paying his/her own cab fare.

2) Curfew—Delegates will report to the hotel promptly at the curfew time set each day. Times will vary according to activities.

3) Sightseeing, Travel, etc.—Delegates will be responsible for themselves during INDIVIDUAL appointment times and SIGHTSEEING times. It is suggested that delegates work together in two's or three's except for the specific concentration area appointments. AFTER DARK delegates *MUST* always be together in groups of three (3) or more!! Further, the Director or Counsellor shall be specifically informed of evening activities.

IF you get lost, contact the Washington, D.C. police.

Delegates may travel ONLY in designated areas. Any delegate who intentionally goes into a "red" area will be deported (sent home)!

4) Alcohol & Drugs—Delegates may not drink alcoholic beverages or take any form of illegal drugs. This is a school trip and school rules apply. Infringement of this rule will result in deportation (sending home) *and* suspension from school. This rule is for the protection of individuals and the group.

5) Personal Visits—If a visit with a relative during the trip is anticipated, a permission letter, containing specifics of the proposed visit, must be on file WITH THE SCHOOL PRIOR TO DEPARTURE. If

such a request is made after departure, the parents will assume the costs for telephone and/or telegraph communication.

b. Expectations—Delegates are in Washington, D.C., the nation's capital, as representatives of Parker High School and Janesville, Wisconsin. Delegates are expected to dress appropriately for the various activities: generally coat and tie for men; dresses or dressy pant suits for women. Informal attire is permitted for hiking in Rock Creek Park or sightseeing. It is hoped that delegates will consider the fact that they are stepping into federal government seeking information as informed citizens and will behave accordingly. You'll command the respect you deserve!

c. Permission Form—to be signed by parents/guardian. WE/I, the parents of _____, hereby give our permission for our/my son/daughter to participate in the WASHINGTON SEMINAR trip to Washington, D.C. WE/I are confident in the maturity of our son/daughter and therefore give permission for him/her to complete the interviews and briefings of the Seminar and to go sightseeing on his/her own or with groups of Seminar students without the necessity of adult chaperones. WE/I have read the rules for the WASHINGTON SEMINAR and accept them for my son/daughter. WE/I agree that if the Seminar Director deems it necessary to send our son/daughter home early, we will bear any and all extra costs to the Seminar. WE/I recognize the risk involved in travel and accept that risk as our/my responsibility. It is our intention *not* to impose unusual risk or liability on the Director or other adults with the Seminar.

d) Contract—to be signed by the student delegate. I applied for admission to the WASHINGTON SEMINAR and hereby acknowledge my status as a Seminar DELEGATE. I have chosen to participate in the Seminar and thereby accept the rules of the Seminar which I have read and understand fully. I realize the responsibilities imposed by law and our community on the Seminar Director and other adults serving as counsellors, so I pledge my full cooperation. I know that I will get out of this experience only what I put into it; hence, I'm committed to full participation. I promise the other members of the Seminar that I'll contribute my best to make the Seminar a significant learning experience for all of us.

5. General Information

a. Request the written materials about Washington available from the Washington Area Convention & Visitors Bureau, 1129 - 20th St., Washington, D.C. 20036.

b. AAA's *Citibook* on Washington is a valuable composite guide for every student. Check your local AAA office about the availability of a supply for your group.

c. Washington Telephone Directory—Available upon request from your local telephone company (should be free). This is a valuable resource for addresses and contacts.

d. Contact your Congressman's *district* office. Explain your Roads to

Seminar students Teri Finesmith and Mary Conway with Bob Endicott, NBC White House reporter, before a press briefing at the White House.

Learning project and enlist assistance. District offices have daily telephone contact with the Washington office and can handle requests for you.

e. *The Congressional Directory* is a requisite reference book for work on federal government. Contains names, addresses, phone numbers, committees, staff, etc. (revised for each session; should be available free from your Congressman)

f. *The Congressional Record* contains daily proceedings of the House and Senate with record of Bills, Resolutions, legislative history, etc. This may be available free of charge to your school from your Congressman or Senator, or you can get your library to subscribe. This is a requisite reference for students following Congressional action.

g. *The Washington Post* (daily newspaper published in Washington) provides excellent coverage of the Washington scene. We include the subscription cost in our Seminar fee and subscribe during the school year. The paper is an absolute necessity while you are in Washington because it publishes congressional activities for the day, Presidential "official" schedule, etc.

h. Check on Congressional Quarterly publication, probably in your library. It is a reliable source.

i. Local transportation—Cab fare is determined by zones. It is a good idea to *get a feel* for the zone map. Group (3-5 persons) cab fares are most reasonable (sometimes less expensive than bus or subway). For information on busses and subway call METROBUSES—637-2437. Route information is available at this number, give your location and destination and the operator will tell you how to get there.

Walking—I encourage everyone to walk as much as possible in Washington because it is the best way to really get acquainted with the city. You'll see interesting persons and places.

j. If you are enthused about what a Washington Seminar experience could offer your students but do not feel comfortable developing your own Roads to Learning Seminar, contact one of the following programs to consider what they have to offer your students. We have consciously continued to choose to offer our own program because we feel it offers our students a personal, individual experience at lower cost. We recognize however, the value of high school students meeting with peers from throughout the nation (sometimes the world) and of exposure to personages which sometimes these programs offer.

Presidential Classroom for Young Americans, 2009 North 14th St., Arlington, VA.

Close-up, 1054 Thomas Jefferson St., N.W., Washington, D.C. 20007.

Washington Workshops, 1111 Munsey Building, M.W., Washington, D.C. 20004.

Another alternative is to organize your own Washington Seminar with assistance from an agency located in Washington. Check with

Public Citizen Visitors Center, 1200 - 15th Street, N.W., Washington, D.C. 20005. This Nader Group has information about study in Washington and provides help with arranging study seminars.

Board of Church and Society, The United Methodist Church, 100 Maryland Avenue, N.E., Washington, D.C. 20002. This denominational agency is involved in arranging study experiences for church groups, but as staff time allows will help school groups. Write for information about their social issues materials and assistance available.

k. Transportation to Washington—We use Amtrak because of its reasonable cost *and* because I find this train trip provides my students an important time to get acquainted as persons and weld into a group. The train trip is long and tiring. However, several students have noted in their journals that this was the time when they really asked themselves, "Why am I going to Washington?" and when they became acquainted with their Seminar colleagues as persons. Flying might be faster and less tiring, but maybe too fast.

D. Debriefing and Follow up

There is always the shock of transition from the metropolis of Washington to routine at home. Students find it meaningful to be able to discuss together the adjustment to our class setting. There is the make-up work from eight days of absence from school. The Parker faculty has been understanding and helpful in working with Seminar students as they conscientously cope with the work load.

The Field Study Journal (described in chapter VI) is collected and read by the teacher/director. A well-developed Journal is a real joy to read; more importantly, it is a significant gift from a student to himself or herself which recounts the learning and growing experience of the Seminar.

The Washington Seminar course continues with students developing the required term paper. The final period of the course involves students reporting to their peers and colleagues their findings in and conclusions about their concentration areas. These presentations provide a wide-range of learning experiences for everyone (including teacher/director).

Finally, with the benefit of 4 - 6 weeks of perspective, the students are required to write an evaluation of the Washington Field Study experience. The evaluation questions are designed to probe every facet of the program. The concluding part of the evaluation is to write a letter to a Parker student considering the Washington Seminar for the next year. The writer is to offer reasons why the student ought to get involved in the Seminar, advice on how to benefit most from the Seminar, and "wisdom" from a veteran. These letters are duplicated and passed along to the candidates for the next year.

I consider thank you notes to persons with whom students have met in Washington a very important part of the followup. We know that very busy persons have invested time in behalf of us; therefore, we owe it to them at least to say, "Thanks!" Each student is supplied with Thank-U-Gram forms to write to each and every person with whom he/she met. We've had appreciative responses from this communication.

We've had the added opportunity of expressing gratitude by presenting Parker pens to persons most helpful during the Washington Seminar. The Parker Pen Company headquartered in Janesville, has provided one pen for each student on the Seminar, with the understanding that he/she will use it as a gift to the person who provides most help in Washington. Numerous bureaucrats and others have been pleasantly surprised at the end of our Seminar week to have a Seminar student present him/her with a Parker Pen. Perhaps there is a company in your community which would provide such a gift for your students.

Washington Seminar follow-up has included reports on the Seminar to the community through the regional newspaper, *The Janesville Gazette* and the local radio stations, WCLO and WJVL. Seminar students have

An evening at the Kennedy Center is Washington Seminar highlight.

been featured "editorialists" for a week after their study in Washington, expressing their personal opinions on concentration area subjects (i.e., the B-1 bomber, National Health Insurance, the 1976 Presidential Campaign, USA-USSR Relations—Detente, etc.). Community groups, including the Daughter's of the American Revolution and the Rotary Club, have heard about the Seminar via our multi-media program developed by the students.

A highlight of the end of the school year for Seminar students is the Seminar Report Party which brings the Seminar students, parents, and invited guests (including the candidates for next year and their parents) together to see the slides taken on the Field Study and to hear about the study and the experience in the nation's capital. Fellowship and discussion over refreshments conclude another year of the Seminar.

IV. Roads to Learning: How?

A. Develop Your Plan

What Roads to Learning project do you want to develop? Why? Educational objectives? You need a proposal for your project designed to sell the idea to your administration and perhaps, the school board. Your proposal needs to cover the following items:

1. Educational rationale and objectives.
2. Participants—how selected? (see section on "Recruitment")
3. Cost—Expense for students (see Chapter V-Budgeting) Expense to school district—coverage for teacher/director in classroom during field work, other expenses which you feel your district will pay.
4. Itinerary—plans for your Field Study (see Chapter II and III for ideas).
5. Classroom preparation and debriefing format—curriculum plan. (see Chapter II and III for ideas).

B. Selling your Roads to Learning plan

Analyze your local situation, carefully identifying the administrators you need to sell on the proposal. You may need to present the proposal to the school board with an administrative recommendation.

Our own experience suggests that enthusiastic support of your social studies department will prove an important endorsement!

C. Student recruitment

Your next task once requisite approval has been given for your Roads to Learning project is recruitment of students. You need students who will benefit from the program. Your objectives, curriculum, and field work will help you define the requirements for students. If your school policy allows, screening applicants by using written forms and/or interviews will provide the formal process for eliminating problem persons.

Four criteria are used in our selection of students:

1. Personal maturity—ability to assume responsibility and to function in the Seminar. Sense of personal confidence. Ability to live with a group.

2. Academic maturity—achievement according to ability with emphasis upon conscientious work habits, regular class attendance, etc. Parker faculty is asked to give evaluative comments on students applying for a Roads to Learning Seminar.

NOTE: Several "C" students have proven their abilities on one of the Seminars.

3. Personal motivation—the student's reasons for participating in a Seminar and his/her willingness to invest self and money in the Seminar.

4. Successful completion of the preparatory work for the Seminar.

It is our experience that competent students for a Seminar frequently need to be encouraged to apply. In addition to encouragement by talking with the student, we have used a letter to each student and his/her parents. This letter explains our Seminar program, indicates that the student has demonstrated competency for Seminar involvement and invites the student to apply for a Seminar. The communication with parents has helped some of our students because the parents then express interest in the Seminar program and volunteer some assistance with the cost.

D. Implementation

Each of our Seminars follows a different model to fulfill its purposes and objectives. Chapters II and III describe our Seminar formats. You will want to design your *curriculum* for your objectives, study area(s), and students.

E. Field Study Planning

1. Parental Involvement

The teacher must keep in mind at all times during the entire Seminar period, that a seminar program such as this is a unique educational method in that it involves an extended field study, and thus for many students, even at the high school level, this will be the first time away from home for an extended period of time. These two factors *necessitate* something that in itself seems unique in today's world of education: a close parental involvement with the program.

2. Field Study Duration

The duration of any field experience depends upon a number of factors:

a. The number of scheduled curricular and co-curricular activities.

b. The "tightness" of your schedule. Do you desire a packed schedule with numerous meetings and activities each day, or do you prefer a more "open" schedule with activities spread over a greater number of days?

c. The availability of meeting times and places. When scheduling between fifteen and twenty meetings, for instance, it becomes extremely difficult to obtain a tight schedule because of the unavailability of people with whom you wish to meet. Their possible meeting times may not always correspond with your wishes.

d. The school schedule. The length of time you spend on a field experience may have to be determined by your schedule at school. Your field study may have to, for instance, fit into a five day school vacation. Another determining factor could be the availability of a substitute teacher for an extended period of time. A school board or administrative code concerning the length of field experiences may also have to be considered.

e. Student make-up work in other classes. The longer the student participates in a field experience, the greater the amount of make-up work to complete upon return.

f. The financial factor. Logic dictates that the longer the field study, the more it will cost the student in expenses such as food and lodging.

3. Transportation

How far will your field study take you? How many individuals will be participating in the program? What forms of transportation are available to you? What are the comparable costs of each means of travel? What about the convenience factor of each method? How much time do you have to travel? Will public transportation be needed during the field experience itself? All of these questions must be answered in order to decide on an appropriate means of transportation.

Student discount rates for both plane and train have been employed and should always be investigated when planning an experience such as this. The length of our journey (approximately 1,000 miles) is a key item of consideration in our transportation planning.

Transportation and the *duration* of a field study may at times become interlocked. Amtrak, for instance, presently offers a special discount rate to groups who return within a period of one week.

4. Lodging

Another crucial aspect of any field experience, particularly an extended one, is the question of where to stay. In order to arrive at a satisying choice of lodging accomodations, the following questions must be considered:

a. The cost—group rates?—student rates?

b. The location—Is the location convenient to your meetings, to co-curricular activities, and to a means of public transportation?

c. The neighborhood—Remember, you are responsible for the safety of a group of students.

d. The facility itself—What does the hotel or motel offer in the way of cleanliness, room space, laundry facilities, room locations close to one another, multiple occupation of rooms, lower costs, cafeteria service, swimming pool, etc.?

5. Meals

The cost of meals will depend upon a number of factors.

a. The length of the field study.

b. The location of the field study—Meals in New York City, for instance, will generally be more expensive than in Springfield, Illinois; a tourist bureau or Chamber of Commerce will usually provide information on numerous restaurants to those who inquire.

c. Individual preferences—Individual differences dictate that some people will desire more food than others. The type of food desired also can cause a great variance in costs. Those who desire filet mignon every evening must budget more for food than those who eat hamburger.

6. Co-Curricular Activities

The type and number of co-curricular activities may also involve certain costs which may be budgeted for. We suggest that the teacher/director conscientiously evaluate the cultural offerings of the Field Study location in order to determine which will be included in the co-curricular schedule. You may determine that all Field Study participants should involve themselves in certain *group* activities. We suggest that you include such items in the Seminar fee and collect them before departure. It is wise to send for tickets to activities such as plays and tours prior to the field study departure. This allows such experiences to be planned and frequently affords the advantage of a group rate.

7. Official Meetings

The meetings you try to arrange will, of course, depend upon the subject of your intended investigation. You should seek to explore every angle of the topic area, obtaining as much information as you can during the course of your study. This information will consist of both facts and opinions and students should strive to differentiate between the two.

Your choice of a subject area may involve a controversial question. A careful examination of the perspectives on the question will then be necessary. This of course means that you will want to talk with individual experts representing the various viewpoints. Topics requiring this type of many-sided examination could include capital punishment, welfare, abortion, euthanasia, strip mining, and apartheid. In an analysis of such controversial subjects, it is very important to attempt to balance the meeting schedule in order to allow the numerous viewpoints to be expressed.

Arranging Meetings—One vital and time consuming task in which the teacher/director must involve himself/herself is the scheduling of meetings. This usually involves much planning and work, but it is hoped that the following guidelines will be of valuable assistance to you.

a. Make Initial Contact—The most difficult scheduling year for any annual field study is the first. In many cases, you will be making contact with individuals with whom you have never met with or to whom you have never spoken. You have three major options from which to choose when making your initial contacts: personal visits, telephone calls, or letters. If the field study will take place in your own community, for instance, a very effective way to schedule a future meeting is by making personal contact with the individuals with whom you desire to meet. Many individuals prefer such face to face dealings. This method also gives your prospective speakers a feeling that you are serious and sincere about your future field study program. A little extra effort such as this can often be the difference between a good program and an excellent one.

If it is impractical or impossible for you to make personal contact with those you wish to schedule, you may choose to phone or write letters. Costs could become a factor as a result of this decision. The expense of numerous phone calls usually makes scheduling by phone impractical.

Letters are least expensive. Mail the letters at least three months prior to your scheduled departure date. This allows persons adequate time to include your group in their already busy schedules. The letter should include information necessary to prepare for the meeting. Items included should be

1) An introduction of your program and yourself. This is the first time you have ever contacted this person; therefore this introduction is vital.

2) Your reasons for desiring this meeting for your students. The importance of this session to the success of your field study should be clearly stated.

3) A listing of the issues you wish to have your students discuss.

4) The extent of the background preparation your students have undergone. Those you wish to meet with will want to know whether to discuss the issues on a basic, introductory or advanced level. There can be nothing less fruitful than listening to a speaker give a half hour historical review of something that you have investigated for six months. The same can apply to the speaker who unknowingly goes into extreme detail on a specific item of which your students are totally unaware.

5) Two or three specific alternative proposals for a meeting date and time. Your field study may include as few as two or as many as twenty different meetings. Experience tells us never to propose that the individual you wish to meet with choose the meeting date and time. In the majority of cases, people prefer that you give them a couple specific times from which to choose. This will also make your task of scheduling much easier. Receiving four letters from four individuals, all wishing to meet your group on Tuesday at 3:00 P.M. can indeed be frustrating. Such a coincidence may seem to be an ideal debate situation, but never, we repeat, *never*, arrange an unapproved debate. Always get *full approval* in writing from each person before arranging a debate. You will find that a scheduled debate without prior consent will result in a group of student, and a red-faced teacher in an empty room.

6) The number of individuals participating in the field study. Group size will often dictate the location of your meeting.

b. *Follow-Up Letter or Phone Call*—There may be times when you will not receive a reply to your initial letter within a reasonable period of time. This period of time is often determined by the amount of mail the person you are writing receives. Many agencies, for instance, receive literally a mountain of mail each week, and it is not unusual for them to take three weeks to a month to reply. The secret to letter writing of this type is to write early enough and to be patient.

When a reasonable amount of time does pass, however, you will be forced either to write a follow-up inquiry of contact the person by phone. Make sure to include all of the same information in the follow-up letter that you included in the original. When a second letter brings no response, you are then usually forced to telephone because of the shortness of time.

c. *Field Study Planning Book*—One item which has proven to be a valuable aid when scheduling meetings is a converted teacher's daily

planning notebook. Planning books are often divided into spaces for each day of the week. This lesson plan notebook is easily converted into a Field Study Planning Book by merely listing times along the left margin of each daily square. A careful record can then be kept of each proposed and confirmed meeting. The keeping of such a planning book is vital to the program's overall success. Appearing one day late for an important meeting could prove to be an embarassing experience.

d. *The "Ol' College Try"*—People are often amazed when our Field Study schedules list a meeting scheduled with the Egyptian or Saudi Arabian Ambassador or with The Director, Agency for International Development, Department of State. They ask, "How did you ever manage to arrange these?" There is a very simple reply: "We ask.". We explain citing the basic rule of thumb which we follow when scheduling: The only way one is ever guaranteed a definite "no" answer is if one doesn't ask. Many people are reluctant to ask for meetings because they are afraid they will be turned down. The truth is that you will most likely be pleasantly surprised to discover that many individuals or organizations are more than willing to offer their services, especially when it comes to meeting with a group of prepared students. They may enjoy such an opportunity and may also view it as good public relations. So, above all else, never by afraid to seek a meeting which may prove to be a great asset to your field study. Go out and give it that "ol' college try!"

8. Final Schedule

Once the final schedule of curricular and co-curricular activities has been established, students and parents should receive a copy. This can be done at the final parental meeting before departure. Parents are always excited to see the names of the individuals that their sons and daughters will be meeting with during the field study. We recommend that school administrators, school board members, and fellow staff members also be provided with a copy of your schedule.

9. Packing

"Oh, my gosh, I forgot my toothbrush!" Such a minor frustration can easily be remedied, but too many "Oh, my goshes" can minimize the pleasure of a well-organized field experience. Packing, therefore, is an important planning aspect which should not be overlooked. The following is a list of items which should be taken into consideration when packing for any extended field study:

- Toothbrush, toothpaste and mouthwash
- Alarm clock
- Washcloths, towels and soap (are they provided at your lodging site?)
- A varied assortment of clothing selected to meet the demands of the possible weather conditions and different occasions
- Raingear (umbrella, raincoat)
- Comfortable walking shoes. (is there a lot of walking involved in the field study?)
- Detergent (is a laundry facility provided?)

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Snacks for the trip or the stay (gum, cheese and crackers, fruit, etc.)
Shampoo
Robe and slippers
A roll or two of coins (very helpful for taxis, busses and subways)
Blow dryer for hair
A plastic water cup
Aspirin
Any required medications
Sunglasses
Spare pair of glasses, if owned
Tennis shoes for leisure
Deck of cards
Pens or pencils
Notebook
Stationery and envelopes
Stamps
Camera, film, flashbulbs
Brush and comb
Wristwatch
Map of field study site (if necessary)
List of addresses and phone numbers of persons back home
Bandaids
Needle and thread
An iron
Hangers for clothes

There may certainly be other items which you will want to take with you on the field experience. A good rule to follow is to write down all items to pack as they come to mind. This list should be started weeks before departure.

It is our observation, based on five years of Field Study experience, that most students tend to overpack. This is true particularly in the area of clothing. Students often bring many items of clothing home without having removed them from their hangers. To avoid overpacking, it may be helpful to plan a clothing schedule on a day-by-day basis.

You must keep in mind that some modes of transportation limit the amount of luggage which can be transported by each individual. Amtrak presently does not have such luggage restrictions, while most airlines do.

10. Student Guidelines

You will find that it becomes a full-time job in itself keeping tabs on a group of students away from home. Thus, anything that can make your job easier should certainly be welcomed. Student Guidelines appropriate to each of our "Roads to Learning" projects are included in the individual Case Studies in chapter V and VI.

The guidelines you develop will depend upon many factors, including the ages of your participants, the maturity of your participants, the location of your field study, and the length of your stay. Whatever the nature of your field study, a series of guidelines will help to inform your students of your behavioral expectations. Remember, it takes only one bad experience to jeopardize the existence of an extremely worthwhile program.

11. Spending Money

One important question that always comes up early in the Field Study planning is, "What kind of money shall I bring?" The standard reply seems to be "U.S. currency will do fine." This, however, is not quite what

students have in mind with their inquiry. They are really asking what form their money should take. The teacher/director ought to recommend amounts in traveler's checks and currency. Specify coins if needed for bus, subway, etc. Traveler's checks are usually accepted everywhere, although identification is periodically requested. Your place of lodging will most likely cash them upon request. Make sure each student has one record of his check numbers at home with Mom and Dad and one record taped inside a suitcase. As Karl Malden has so often stated in his TV commercial for traveler's checks, "Don't leave home without them."

Terry Dongarra and Deb Tierney on a Sunday visit to the Statue of Liberty.

V. Roads to Learning: Budgeting

How do you pay for a Roads to Learning project?

The cost of our Seminars is paid by each student participant on the basis of a Seminar fee which is a proportional part of the Seminar budget. In addition, there are specific expenses which are identified *in advance* as personal expenses, e.g. meals, sightseeing beyond the Seminar program, souvenirs, entertainment, etc.

In order to make the Roads to Learning experience available to students of various economic means, we have been able to secure limited scholarship assistance from unions, organizations, and businesses in our community.

Students who are committed to Seminar participation have earmarked summer and/or other earnings for their Seminar experience.

Two principles which are part of our budgeting are:

1. Minimal cost.

We work conscientiously to keep the Seminar fee minimal in order to encourage students to participate. One must always balance expenses and quality. We consciously choose inexpensive rooming facilities which are clean, well located, but not luxurious. Group rates are available for certain places (groups are 15 or 20). You need to check in advance for group advantages.

Three hundred dollars ($300) was the basic total cost for each student in our Seminars in 1977, including both the Seminar fee and personal expenses. As you consider your budgeting, you'll probably want to include all expenses which can reasonably be assumed for the whole group.

The 1977 Seminar budgets included Transportation from Janesville, Wisconsin to Washington, D.C. or New York City and home; Hotel room; Theatre evening (play at National Theatre or on Broadway); Orientation sightseeing tours; Teacher/Director and Teacher/Associate Director expenses; Miscellaneous Seminar expenses. Items specifically *not* covered by the Seminar fee: Meals; Local transportion in Washington or New York; Personal sightseeing and souvenirs; Local telephone calls (very important for appointment calls, especially in Washington).

2. Teacher/director expense.

All expenses of the teacher/director are an integral part of the Seminar budget. We do not feel that the teacher/director should pay to do his/her job. You need a realistic figure for this expense in your Seminar budget.

The following form will help you develop a proposed budget for your Roads to Learning project:

I. Transportation from home to destination and return ..... $____

II. Room (hotel, motel, YMCA, university dorm, etc.) ..... $____

III. Sightseeing, including admissions, materials, etc.) ..... $____
IV. Local transportation at destination, transfers ..... $____
V. Group meals (meals which you will pay for from your budget) ..... $____
VI. Co-curricular activities (theatre, museums, exhibitions, concert, etc.) ..... $____
VII. Project arrangement costs (Toll calls, postage, etc.) ..... $____
Expenses for teacher/director and teacher/associate director (meals, transportation, etc.) ..... $____
TOTAL FOR GROUP ..... $____
Number of participants (*not* including teacher/director and teacher/associate director)

____
TOTAL PER PERSON ..... $____

Personal expense over and above the Seminar fee:
I. Meals not included with group—how many?
II. Local transportation (if any)
III. Entertainment and/or sightseeing not covered in fee.
IV. Personal shopping—souvenirs, gifts, etc.
V. Reserve fund for emergencies—$25.00
TOTAL SUGGESTED ..... $____

The following is an example of the final form a field study budget might take.

EXAMPLE: UNITED NATIONS — MIDDLE EAST FIELD STUDY BUDGET 1977

(13 days)

Prepaid Budget Expenses (Seminar Fee)		
Transportation	Amtrak (R.T.)	$ 62.00
Lodging	Vanderbilt Y.M.C.A.	65.00
Broadway Play	*Pippin*	12.00
Tours	United Nations	
	Empire State Building	7.75
	Statue of Liberty	
Teacher/Director Expense Allowance		30.00
	Total prepaid fee	$176.75
Additional Budget Expenses: An estimate of costs, in addition to the prepaid budget, that the student will incur during the field experience.		
Meals: 13 days in New York.		$115.00
Miscellaneous personal expenses (souvenirs, gifts, etc.)		25.00
Subways, taxis, buses		12.00
Cash in reserve		25.00
		$177.00
Total estimated cost of entire Field Study experience		$353.75

You may want to compare a "package plan" for your Seminar developed by a travel agency with your own plan. Your first Roads to

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Learning project may be facilitated by the help of a good travel agent; then, with experience and contacts, you can eventually customize the package for your purposes. It is our experience that travel agents cannot offer inexpensive lodging such as we have found and use. On the other hand, we do use a travel agent for transportation arrangements.

BUDGETING conscientiously and adequately is an important foundation for a successful Roads to Learning project.

VI. Roads to Learning: Field Study Follow-Up

A crucial segment of any Roads to Learning Seminar is the time devoted to following-up the field study back at school. A well organized and thorough follow-up is necessary in order to summarize and draw conclusions concerning what has been discovered during the curricular segment of the field study. This period usually involves the completion of required assignments on the part of the students.

There are numerous possibilities for follow-up activities and assignments which you may desire to explore.

A. Field Study Journal

One very informative and beneficial assignment which may be required of all seminar participants is the completion of a Field Study Journal. This journal includes a series of complete, day-to-day observations by each student. It involves a personal record of all curricular and co-curricular activities. In essence, the journal is a daily Field Study diary which candidly portrays the students' entire field experience. It is wise to require each student to keep an accurate account of his spending in the journal. This not only provides each student with a record of "where the money went," but is also a valuable tool for the teacher/director who must plan a budget for the next field study.

You will find the creation of such a journal to be a rewarding experience for the students. It is an experience which provides them with a "gift" to reread with nostalgia in years to come.

B. Debriefing Discussion Sessions

You will find that it is very beneficial to engage in a number of debriefing discussions immediately following your return from the field study. Such discussions will serve to summarize and clarify what has been learned while the material is still fresh in the minds of the students.

C. Formal Research Paper

The field study will have provided the student participants with numerous insights and an abundance of factual material on the subject under investigation. The students will have also solidified old opinions or formed new beliefs on that subject. One assignment which will allow each student to demonstrate this new found knowledge is the writing of a formal research paper. You may choose to assign students a particular topic for their papers, or you may desire that they delve into their own specialized areas of interest. You may wish to require that the students

include quotations from the field study meetings in their papers. This will help them analyze the numerous opinions expressed.

Because a formal research paper requires proper footnotes and a complete bibliography of sources, the paper becomes a valuable learning experience in itself.

D. Newspaper Editorials

Another follow-up assignment which can prove very valuable is casting the students in the roles of newspaper journalists. In this fashion you may then require the students to develop news editorials on particular assigned subjects or topics of their own interest. Although written in an editorial format, they should at the same time reflect factual accuracy. You may also desire that these editorials include information and quotations from the field study meetings.

E. Multi-media Program

An effective way to follow up a field study experience and at the same time involve parents, teachers, and administrators is to require your students to develop a multi-media program reflecting the entire field study experience. You must then make arrangements for the taking of slides during the field study. It is wise to take a student photographer on the trip to cover the field experience. The development of a product such as this is a valuable group assignment stressing a unified effort. Once the program is completed, it may be used to inform other students of the field study and may be incorporated into numerous presentations in other areas.

F. Radio, Television, and Newspaper Coverage

You may find that local radio, television or newspapers are interested in spotlighting your program. If they are, this will prove to be an exciting activity involving your Field Study participants. They may even be allowed to develop their own news articles or editorials on the Field Study. Be sure to investigate such possibilities. The students certainly will enjoy the publicity, and it will demonstrate the significant contribution by public education to citizenship.

G. Civic Involvement

There are numerous possible activities which will involve your students on a community level. These provide an excellent opportunity to present a multi-media program to the following:

1. Retirement and nursing homes.
2. Hospitals.
3. Clubs and organizations such as the Moose, Elks, Jaycees, Optimist Club, etc.

H. Curriculum Incorporation at School

A follow-up activity you will certainly want your students to undertake is the presentation of their program and Field Study findings to others at school. In this manner your Field Study participants will become teachers of the material they have just learned. A multi-media presentation can be helpful here. You will also want to include a lively question and answer session.

It is very important to share with the student body that which only a few have been fortunate enough to experience.

VII. Wisconsin Improvement Program Teacher Interns and Roads to Learning

The Integrated Social Studies team at Parker Senior High School is part of the Wisconsin Improvement Program.[1] Each semester teacher interns are assigned to the professional team for in-service training by the W.I.P.

The teacher interns assigned to I.S.S. are encouraged to develop a local or regional Roads to Learning project during their semester of residence at Parker High School.

The team design of the W.I.P., with the flexibility of groupings used in Integrated Social Studies, provides the logistical situation which is able to assign a team member to a Roads to Learning Field Study for 7 to 10 school days without the cost of a substitute teacher. We realize that the size of our departmental team (ten professional teachers and two teacher interns) is a major factor in providing this flexibility.

These Roads to Learning Seminars offer intern teachers an unusual in-service experience. We have been able to involve these persons with our Seminars as Intern/Advisor during the semester following their residence at Parker. This experience provides the Intern/Advisor with direct participation in a Roads to Learning Seminar. Our experience with Intern/Advisors indicates that involvement with a Seminar contributes to their personal and professional maturity. The experience has had a significant impact upon their educational philosophy.

The responsibilities of the Intern/Advisor with the Seminar is varied according to the interests and abilities of the person. These responsibilities have included classroom teaching and conferences with individual students, planning the Field Study schedule with the teacher/director, photographing during the Field Study, chaperoning, etc. It is important to note that the Intern/Advisor ought to participate fully in the Seminar in order to experience the process which the students are going through.

Two Intern/Advisors, whose involvement with the Seminars was a project with W.I.P., evaluated their experiences:

Former teacher intern, Mark Johnson, from the University of Wisconsin—Whitewater, summarized his involvement in the UN-Middle East Field Study as follows: "My participation in the Field Study was an experience I will never forget. In my opinion, this is education at its finest. Studying the Middle East in the classroom is one thing, but actually

[1]For information about the significant contributions of the Wisconsin Improvement Program to teacher training and in-service development, write Wisconsin Improvement Program, 109 Education Building, University of Wisconsin, Madison, WI. 53706. Dr. James C. Stoltenberg, Executive Secretary, Dr. Peter J. Burke, Associate Executive Secretary.

talking with individuals directly involved is quite another. This program not only provided the high school students with an experience they will never forget but provided me with a valuable insight into the real meaning of education."

Intern/Advisor Paul Chmelik, now teaching social studies at Breck School, Minneapolis, Minnesota, summarized the benefits of the Washington Seminar to himself and to the students involved:

"1. The Roads to Learning Seminar aided my educational development in a number of ways. As a teacher-in-training I looked to my internship experience as one which would help me answer an important question: Do I truly enjoy young people enough to make teaching my profession? The intensive nature of the Seminar, which involved interacting informally and academically with students on an almost round-the-clock basis, helped me to satisfactorily answer this question.

"Being given responsibility is also a necessary step in effective teacher training. The Roads to Learning program provided such a position of responsibility. I knew that my decisions or judgments were important and appreciated and could influence the success of the program.

"The Seminar was of greatest value to me in helping me clarify and develop my educational philosophy. The Seminar convinced me that learning by doing, actually experiencing, is the most effective means of learning. Although such means cannot always realistically be employed, experience-oriented classes and programs should be strived for.

"Finally, I was convinced that the effectiveness of such a seminar was largely due to two closely related factors: 1) the travel experience and 2) the research completed beforehand. The trip to Washington, D.C. proved an excellent motivator for sound academic work in the classroom and such preparation made for successful opportunities and learning experiences once the group arrived. The Seminar also allowed students to truly apply what they learned and, in so doing, provided students with a sense of satisfaction and confidence.

"2. I felt that the Seminar was valuable to the students in different ways. First, it gave those involved a real sense that academic work and research is applicable to the real world and can, indeed, have a bearing on the degree of success one achieves in life. Perhaps the most vivid recollection which I have of the Seminar is the number of students who ran excitedly into our room desiring to talk about the interview they just had or the important person who had just agreed to be interviewed. Secondly, the Seminar was very effective in developing self-confidence and self-respect among the students. It did so by providing a variety of challenges and responsibilities to all involved: 1) arranging interviews and presenting oneself effectively in them; 2) confidently interacting in a major international city; and 3) relating successfully with a large group of one's peers. The students were buoyed by the fact that they could meet such challenges.

"Finally, I felt that the Seminar students truly did gain an understanding of and appreciation for the United States governmental system. As a classroom teacher, I often wonder how much of the material dealt with in

class will be remembered. The Roads to Learning program provides experiences which I believe students will not forget.

"3. Each of the regular staff members should have the opportunity to develop a Roads to Learning Seminar in the area of their expertise. Depending upon the degree to which each teacher has developed his proposals and/or programs, the number of seminars offered each year could vary. It is important, however, that the team situation make use of its diversity and allow all members to design an effective seminar.

"The role of the intern can be enhanced by initially choosing an intern who appears particularly well-suited to the seminars being offered that year. The chosen interns should be familiarized with the seminar's course work and be allowed to participate in the class if possible. The intern might also be given some responsibility for planning certain aspects of the trip. Particular responsibilities given interns during the trip should be based on the needs of the supervising teachers. Each intern should be encouraged to pursue personal academic interests during the travelling portion of the seminar.

"4. The Washington Seminar is effective in developing good citizenship among its participants. Such effectiveness is largely due to the basic nature of the Seminar: it allows students to travel outside of their communities and stresses personal responsibility in a nonschool atmosphere. Allowing students to leave their communities and interact in a "foreign" environment helps students to realize that they truly are representatives of their school and community. Indeed, it presents a challenge of good citizenship which is obvious and which the students take on willingly.

"Personal growth and maturity are also factors which affect good citizenship. The Washington Seminar is perhaps of greatest value to citizenship education in that it fosters personal growth by expanding the world-view of each student. It presents an environment and commensurate responsibility which allows self-confidence and self-respect to be developed.

"5. Since I am only beginning my second full year of teaching, the impact of the Seminar on my teaching program has been largely philosophical. However, I was recently involved in a program which sent a sixth grade class from Breck School to Washington, D. C. I found the trip to be worthwhile. The Seminar has also encouraged me to attempt to develop a similar experience dealing with Asian studies and to look into the possibilities of a seminar which culminates in a trip abroad."

Further, reflecting his own experience with the Washington Seminar, Paul makes suggestions to teachers regarding the development of a Roads to Learning experience:

"1) Make the nature of the seminar such that the academic work of the program culminates with a trip to Washington. The better prepared students are, the more satisfying the experience will be.

"2) Allow the students time on their own while in Washington to develop their own contacts, transportation, etc.

"3) I would suggest that the students be assigned to complete a journal dealing with their Washington experience. Emphasis should be placed on thoughts and feelings as well as particular encounters. Allow students some time after the trip to prepare this.

"4) Organization is a must. Make sure that details such as group transportation, hotel arrangements, and touring are done well in advance.

"5) Try to keep the parents of students well-informed. The parents can be strong supporters of such a program.

"6) It appears one must "sell" a seminar experience. Developing administration, student, and faculty interest takes time. Appropriate presentations and explanations may be needed well before such a program actually takes place."

Our experience and these evaluations convince us that teacher interns ought to be directly involved in Roads to Learning projects — local, regional, and national. We seek to provide this opportunity for teacher interns in our department at Parker.

It should be noted that the teacher intern will probably be able to develop an Independent Study Project and earn credit through his/her university for involvement with the Roads to Learning Seminar when advance arrangements are made.

WIP teacher intern Paul Chmelik breakfasts with Washington Seminar students at the Hotel Kilpen.

VIII. Reflections on Roads to Learning

The following statements by alumni of the Seminars will give you an awareness of the immediate and long-range benefits of a Roads to Learning experience:

"The Washington Seminar provides an incentive to greater avenues of learning for high school age youth.

"No textbook application could cover the great scope of face-to-face exposure this medium offers.

"Today's world offers a challenge to everyone to be knowledgable of government at a level never before considered necessary for laymen. If Watergate exposure taught us nothing else. . . it made it very clear the average American knew very little about Washington procedures.

"The preparation of high school students for this modern day world is complex but still the responsibility of parent, teacher and government unit. To better spend the tax dollar for education one must continually explore new avenues of the learning-teaching challenge. One of these hardly touched at the high school level is the "Seminar" approach. Probably the fear of unknowns and the great amount of time necessary to produce a seminar has kept its use limited.

"However, it remains the singular medium that has no bounds, only the effort and initiative of the individuals involved. It is — I believe — the future strong point of all social studies programs in American high schools."

Orvin Titus
Local businessman
former School Board Member and
Advisor to Washington Seminar, 1974

"After the Seminar, I had a more mature outlook towards government. I was able to put things into a correct perspective, backed up with first-hand knowledge gained through interviews with government officials. This had a good influence academically also, especially in the political science area. With the background I had in the organization of our government and the knowledge of what goes on, it was much easier to learn concepts and I knew what to ask when I had questions. It is much more enjoyable to learn when having something to relate the learning to.

"I became more self-confident knowing that I could set up interviews with important officials, interview with them and leave with them a good impression of myself and the seminar. I no longer think of the government as a big bureaucracy out of control but as an organization containing people, not dictators, who have a job to do. They may not always do the right things, but that's what is so nice about the U. S. We can do something, like impeach, which is more than can be done in most other

countries. I realize that we all have a job to do. Though we may not all be elected officials, we all share the responsibility of seeing that the elected officials do the right and just thing, whether it be through voting, letter writing, or whatever.

"While in Washington, D.C., we got to see many people and do many things which most people do not normally have the chance to experience. We were well received as individuals as well as a group. We extended courtesies and received the same. For all of this I am very grateful. I wish for all future groups to receive the same warm welcome we received and to extend the same courtesies so the doors may remain open for others."

Rick Kasmiskie
Washington Seminar, 1974
Student, Carroll College

"In a Roads to Learning type program one of the foremost benefits derived by the student is that he learns to function within a city and use what it has to offer on the way to a unique learning experience.

"The city becomes a classroom and the city's people, culture and other resources become learning material. This classroom and learning material achieves a vitality that is hardly matched in a traditional academic setting. A student who can go into this classroom—the city—and utilize its resources will have attained a greater understanding of and appreciation for the subject which he is studying than what is probably possible in a regular academic setting.

"As in the case of the Washington Seminar, with which I am familiar, the student explores the workings of the federal government at the heart of the federal government. By choosing a topic of personal interest, the student can garner information on something important to himself and thereby bring a personal relevance to this unique learning process. The individual can find many and varying opinions on the topic simply by spending time talking with people who are in some way linked to the field. A person studying arms control, for example, might talk to any number of Congressmen, or their aides, who have taken a notable position on the subject, professors from any of the city's universities, colleges and institutions of research and study who claim an expertise in the field, or people in any of many related government agencies. One thing to remember is that with each person talked to another viewpoint is gained and therefore the student's study is made more complete.

"A Roads to Learning type program brings the academics of a subject alive—the student experiences it for himself—while the student employs the resources that a city and its many aspects has to offer. A week-long study like this would, no doubt, get across and reinforce ideas better and with greater clarity and meaning to the individual than would weeks of regular book-learning in a traditional classroom setting."

Keith Stubbendick
Washington Seminar, 1975
Student
University of Wisconsin—LaCrosse

"Potomac Fever—that passion for the city of Washington and the people who make it work—became an overwhelming reality for me while I was a member of the Washington Seminar for two years, 1974 and 1975, as a junior and senior in high school. By focusing my attentions on two problems during the two seminars ("The High Cost of Food, the Consumer, and the Farmer" and "The Welfare Mess"), I gained an appreciation for the inner-workings of legislative committees, advisors, and aids; executive agencies concerned with specific fields; and certain private organizations which are influential lobbyists/activists in the formation of public policy. My eyes were opened as I caught fleeting glimpses of what this "omnipotent" and complex government appeared to be.

"This taste of power and knowledge had a tantalizing affect on me, and as a sophomore in college I decided to explore further those doors that were left unopened and those hallways yet unexplored in the Nation's Capital. As a member of the National Collegiate Honors Council Washington Semester, I pursued intersts which were left from my Seminar exposure to Washington, while also developing new perspectives on national issues. My high school training proved invaluable in also landing an internship with Senator William Proxmire's office. Along with the internship, I also volunteered for the Women's Campaign Fund thus finding myself on the "inside" of the system acting in two different capacities trying to reconcile my new perspective to my old "citizen" perspective. My college semester and my high school Seminar experiences are inextricably bound together. I was trained well initially and exposed to government at an early stage in high school—I knew what to look for, where to find it, who to call, and most importantly *how* to look. These critical tools of analysis proved to be essential in all areas of future study as well as good training for a ten day mission in Washington.

"Although I distinctly remember my feelings of awe and wonder when I saw my first play at the Kennedy Center, shook hands with my first dignitary, and gazed at the glorious marble of all the Washington monuments, the Seminar, under the watchful eye of its innovative director John Eyster, taught me the importance of the phrase "DON'T JUST LOOK AT WASHINGTON—LOOK *INTO* IT!"

Karen Hensel
Washington Seminar, 1974 and 1975
Student, Carthage College

"The Washington Seminar reactivated in me an interest in political science that had stagnated in textbooks. For many years, I had already been active in volunteer political work and amateur observation of the political climate. But memorizing and rememorizing the chemistry of American government was not a sufficient challenge to sustain my interest. Then, the seminar offered me a chance to more deeply develop my rather half-baked theories of Presidential politics by talking directly to persons involved in the 1976 campaign. The conversations I had in Washington included one with Senator Bob Dole, who wryly (and

prophetically) promoted himself as a possible Vice-Presidential candidate. I also discussed the role of the press in the campaign with the Washington bureaus of *The Milwaukee Journal* and *The Chicago Tribune*, and attended a White House Press briefing. Visits to the national headquarters of each candidate added a perspective that could not be gained otherwise.

"The exploration I began in the seminar still continues. For the remainder of the campaign, I tested the conclusions I drew in my term paper against the actual turn of events. Since then, I have continued researching the relationship between the White House and the press in other papers I have written. And the interview techniques the seminar format requires were valuable to me in preparing for a career in political journalism."

Bill Graf,
Washington Seminar, 1976
Student
University of Wisconsin—Madison

"I am currently a senior at University of Wisconsin—Madison. It has been almost four years since I participated in the Roads to Learning Washington Seminar directed by Mr. John Eyster at Parker High School. There is *no* doubt in my mind as to the value of the seminar as a learning experience.

"As I reflect on my high school education as a whole, it is the seminar which stands out in my mind as my single most valuable learning experience. In particular I refer to the development of skills attained through research, study, and participation demanded by the seminar. It is these skills I have called upon in the three years I've attended college rather than the specific factual material stressed in most classroom activities.

"In short, the seminar demands an "aggressive tact" to learning by the student. I have found this to be necessary in order to successfully compete at the college level. The structure of the seminar requires direction from the student. Personal interest in the material served as my motivation for research, investigation and study. I now realize that motivation is the key to my college studies. The seminar provided me with an opportunity to begin to develop and see a need for personal motivation. The structure of the seminar allows students to proceed in an area of interest at his/her own rate of progress and holds each individual responsible for his/her own personal achievements. This is a much more realistic situation than the average classroom when compared to the working world or college. I found this a very helpful background as I entered college.

"I am very thankful that I participated in the Roads to Learning Washington Seminar. I would very much like to see an extension of this program so that more students can participate."

Eric Edmundson
Washington Seminar, 1974
Student
University of Wisconsin—Madison

"There were many experiences that I gained through the UN Seminar, such as budgeting for a trip, traveling and preparing.

"Class preparation for the UN Seminar was a new experience. Because of the nature of our studies, Arab-Israeli relations, it was not simply a matter of learning facts. We had to study the history of the Middle East area and with that perspective try to understand that what is going on today in the Middle East is a result of many, many years. It wasn't just a matter of putting facts to memory, but to be able to take those facts and apply them to the present day situation. By knowing and applying the history I began to gain an understanding of each side's position on the conflict. It seemed impossible at first that with the same set of facts one could come up with two sides and opposing views. It's a challenge and I don't feel I ever would have met it without the field study portion of the UN Seminar. In the classroom I learned the facts but it wasn't until talking to the people involved that I gained an appreciation for the feelings of the people that were struggling. It is this appreciation that I feel was the most worthwhile experience of the UN Seminar. With this appreciation I met the challenge and I am now able to see two sides with opposing views from one set of facts. It is because of this appreciation that I have continued my studies of the Middle East and joined an organization to better the relations of Arabs and Americans."

Debra K. Tierney
United Nations—Middle East Seminar, 1976
Student
University of Wisconsin—Madison

"The UN-Middle East Seminar provided me with the opportunity to expand an idea. When I began the course, the "Arab-Israeli Conflict" represented only a vague notion in my mind. The classroom preparation segment of the course gave me an understanding of the historical ramifications of this conflict, and the continuing role of the United Nations as a peace seeking agent in the area. I was continually called upon to make judgements after evaluating the many sides of the conflict.

"The constant excitement of the Field Study served to bring alive the classroom curriculum. Meetings with ambassadors, national representatives, security council participants, and others, taught me to expand my ideas on the Middle East and form beliefs and opinions of my own.

"The excitement of New York City was also felt in its never-ending sights and sounds including Times Square, Broadway, the Statue of Liberty, Rockefeller Center, and Radio City Music Hall. The major fascination of New York for me, however, is its people. Nowhere else have I seen so many people searching for so much different, yet the same.

"The total New York experience is difficult to put into words, it can really only be felt. The UN-Middle East Field Study provided me with this feeling, and now its become a part of me."

Ann Plaisted
United Nations—Middle East Seminar, 1976
University of Wisconsin—Whitewater